

ANCIENT INDIAN RUINS—SOUTHWEST ANCIENT CLIFF DWELLERS—UTAH

SOCIAL STUDIES, GRADES 4-6

Charts: Ancient Indian Ruins—Southwest
Ancient Cliff Dwellers—Utah

Level 4 Standards: 6040-01; 02; 03; 04

Level 5 Standards: 6050-01; 02; 03; 04

Level 6 Standards: 6060-01; 03

OBJECTIVE: Students will learn of the ancient dwellings left by other groups of people who lived in the Utah region long ago.

ESSENTIAL QUESTION 1: Why did the ancient cliff dwellers live in such remote areas?

ASSESSMENT EVIDENCE

Have students write a short report on the physical features of the areas where the ancient dwellings are located. Describe materials used in the dwellings, type of architecture, and availability of water and food supplies.

The students will be able to state an opinion (based on class discussion and reading) on why the cliff dwellings were abandoned.

LEARNING STRATEGIES

While allowing the students to view the charts, explain the physical features of the areas in which these dwellings are located—remote, rocky plateaus, arid land, and little vegetation.

- Have land maps accessible for the students to use in locating the areas where the ruins are found.
- Present to the class the names of the tribes that built these dwellings, and discuss factors that may have influenced abandonment (i.e., drought, enemies, community decision to move to another area, epidemics, etc.).
- Discuss Mesa Verde, in the Four Corners region, where the community lived in cliff dwellings and planted crops on the “mesa verde” (green table) above the cliffs.
- Introduce tribal or group names (such as Basket Makers, Hohokam, and Pueblo), and discuss the one distinct feature which they all shared; have class presentations from small student groups.

Discuss the arts of the early Indian groups—did they weave, make pottery, and have decorated “windows” in the pueblos?

Identify communities that are still inhabited today (such as Oraibi on the Hopi Reservation in Arizona or Acoma in New Mexico) that are reflective of cliff dwellings. Do the people maintain a communal way of life, as practiced by earlier tribes living in cliff dwellings? Compare that communal life to living in a condo in a local community.

Discuss the numbers of people who once inhabited these cliff dwellings (such as Pueblo Bonito, which had 1,200 inhabitants at one time). Compare that number with a small town in Utah. What similarities can be found between a community in Utah today with 1,200 people and a cliff dwelling with 1,200 people?

Have class members who have visited ancient cliff dwellings share their experiences with the class, either in oral or written form.

RESOURCES

(Additional resource materials are listed at the end of the Guide.)

Computers to view the maps and charts or Video iPods to project the charts on the screen.

Books: Stirling, Matthew. *Indians of the Americas*. National Geographic Society, 1978.

 Farb, Peter. *Man’s Rise to Civilization*. Dutton & Co., 1968.

Films: *Ancient Ones of Grand Gulch*
 Mesa Verde: Mystery of the Silent Cities
 More Than Bows and Arrows



SOCIAL STUDIES, GRADES 7-8

Charts: Ancient Indian Ruins—Southwest
 Ancient Cliff Dwellers—Utah

Level 7-8 Standards: 6100-01; 02; 03;
 Utah Studies

Level 7-8 Standards: 6120-01; 02;
 United States History

OBJECTIVE: The students will evaluate the contributions of the early American Indians to the development of the United States.

ESSENTIAL QUESTION 1: Why did ancient peoples or tribes live in remote, almost inaccessible places?

ASSESSMENT EVIDENCE

Assign reports from small groups of students on tribal names, the culture each tribe developed, the location of dwellings, and comparisons with their descendants' culture and dwellings today. You may also have students research and report, orally or written, about Oraibi and Acoma. Arizona and New Mexico are claimed as the oldest continually inhabited locations in the United States, approximately 1,300 years old.

LEARNING STRATEGIES

Present the background for the beginning this section. Describe the physical features of the area—rocky, arid, and mountainous, with cliffs.

Lead a discussion on prehistoric man's adaptation to his environment (i.e., why did the cliff dwellers select such an area to build a community?).

Present to the class the identity of cliff dwellers (i.e., Basket Makers, Hohokam, Pueblo, Hopi), and discuss cultural effects we enjoy today from these Indians.

Have class members who have visited ancient cliff dwellings share their experiences with others. Have students discuss three locations of cliff dwelling remains in Utah.

In a class discussion, compare students' hometown to the communities or cliff dwellings studied (i.e., governmental structure, values, supply and demand for food and clothing).

The students can discuss three areas where cliff dwellings are located, and identify five similarities between condominium living and ancient community living.

Resource materials may be found listed at the end of the Guide.



SOCIAL STUDIES, GRADES 9-12

Charts: Ancient Indian Ruins—Southwest
Ancient Cliff Dwellers—Utah

Level 9-12 Standards: 6200-01; 02; 03; 04;
World Cultural Geography, Part I

Level 9-12 Standards: 6220-01; 02; 03
Ancient World Civilizations

OBJECTIVE: The student will discover how early Indians lived in the Southwest.

ESSENTIAL QUESTION 1: Why did the ancient people build dwellings in places that were so remote?

ASSESSMENT EVIDENCE

The student will be able to identify four locations of ancient cliff dwellings and discuss in class factors that may have influenced abandonment of dwellings by earlier tribes.

The students will be able to list three cultural functions the ancient tribes engaged in, and name two tribes that today continue to inhabit remote cliff dwellings.

Using the computer to view or a Video iPod to view the map, have students develop an opinion of the reasons that influenced building in remote areas. Are there one or more factors that are the same in Arizona, New Mexico, Colorado, and Utah (i.e., food supply, water, spiritual beliefs)?

The students will be able to state three influences on communal living, and discuss in class or list two reasons why the cliff dwellings were in such remote areas.

LEARNING STRATEGIES

Lead a discussion on location, climate, and landforms of cliff dwellings. Present three locations for students to become familiar with: Oraibi, Arizona; Acoma, New Mexico; and Mesa Verde, Colorado. Include building structure and function in the discussion. The students should view the charts at <http://www.uen.org>

- Speculate on governmental structure in these communities.
- Compare ancient with present-day Pueblo tribes as to form of government, cultural affairs, food sources, etc.

Have small groups present to the class on changing needs and values that may have influenced environmental changes (larger tribes moving in, food supply diminished). Compare those factors that influence modern inhabitants' movement from one community to another (i.e., work, family relationships, illness, etc.).

Students can research and write a report on community development of the time when early Indians built the cliff dwellings. Was it a carefully developed plan for building? Speculate on which community functions played a part in the building and style of cliff dwellings (e., spiritual ceremonies, food storage, living quarters)

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